

01 BELIEFS

Qu	Part	Marking guidance	Total marks
01	1	<p>Which one of the following is used by Jews to describe God's nature?</p> <p>A Merciful. B Messiah. C Mitzvot. D Shabbat.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: A Merciful.</p>	1
01	2	<p>Give two reasons why the promised land is important to Jews.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>God gave Abraham the promised land as part of the Covenant/God repeatedly promised to give the land to the descendants of Abraham throughout Jewish history/it is considered a mitzvah to live in Israel/prayers are said on a daily basis for a return of the Jewish people to the land, etc.</p>	2

01	3	<p>Explain two ways in which the Ten Commandments influence Jews today.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • the Ten Commandments must be obeyed by Jews/this shows that Jews are following God's rules for his people/Jews are expected to learn and do God's will to show that they are observing the faith/ Exodus 19:8 states, 'All that the Eternal has spoken, we will do' etc • the Ten Commandments gives Jews their identity/the Commandments describe the Jews' relationship with God/the observance of Shabbat makes Judaism different from other faiths/ based on the call to reflect God's holiness, etc • the Ten Commandments shows Jews how to live an ethical life/the Commandments demand standards of behaviour from Jews/about how they treat other people/conduct themselves in their community/ as well as wider society, etc. 	4
----	---	--	---

01	4	<p>Explain two Jewish teachings about the sanctity of human life.</p> <p>Refer to sacred writings or another source of Jewish belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Second teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • the sanctity of human life means that humans have especial value/ in Genesis 2:7 God ‘breathed into his nostrils the breath of life’/ human life has a higher status to animal life/Sanhedrin 37a states ‘Anyone who destroys a human life is considered as if he had destroyed the entire world’, etc • the sanctity of human life means that humans are made in the image of God/Genesis 1:26–27 describes how God formed humanity in his likeness/this means that all humans have equal dignity/therefore Jews are required to respect this nature in others, etc • God is aware of the individual before he or she is born/Psalm 139:13–16 shows how humans are loved and known to Him/and are amazing in their form/Psalm 8 expresses wonder at the status God has given humans, etc. 	5
----	---	---	---

01	5	<p>‘Free will means that Jews can behave however they like.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Jewish teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	
Levels	Criteria	Marks																			
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12																			
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9																			
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • free will is a gift from God to humanity/for humans to be truly free to love God and obey his Commandments there must be a free choice/if this means that some people make the wrong choices, then God is aware of that possibility/if people are given a gift, it is for them to decide what to do with it 																			

	<ul style="list-style-type: none"> • free will allows morality/without a free choice and context where correct and incorrect choices are possible humans cannot make significant decisions/the Torah states that God gives man free will to encourage him to listen to God’s word/Deuteronomy 30:19–20 • humans must have free will to allow reward and retribution/Judaism believes that this world is a corridor for the afterlife/God would not be able to judge if mankind did not have true free will/humans must be tested in order to find out if they are righteous, etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • there are 613 mitzvot for Jews to follow/this suggests that God has strict Commandments and expectations of the Jewish nation/when people convert to Judaism they are required to keep all of the mitzvot/Jews are expected to be an example to other nations etc • Jews understand very clearly that people are responsible for their actions. Key moral principles such as justice, healing the world, charity and kindness to others are expected from Jews/Rabbi Hillel said, ‘What is hateful to yourself do not do to your fellow man. This is the entire Torah, the rest is commentary. Go and study.’ (Talmud, Shabbat 31a) etc • the expectation to live a moral life extends beyond the Jewish nation/the Noachide laws apply to all of humanity/in Jewish thinking if someone violates the principles given in the Noachide laws they are not living a civilised life etc. <p>SPaG 3 marks</p>	
--	---	--